

原版

麦格劳-希尔少儿英语3

教师用书

# Kids' Safari

Teacher's Guide

3

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# INTRODUCTION

## Philosophy of the Program

What do children enjoy doing? They like to pretend, act, listen to stories and music, make things, sing, and play. They can make-believe they are animals, or other people, and playtime can incorporate language or games. When movement and creativity become part of daily classroom activities, students participate in the learning process with their minds and their bodies. Besides making the acquisition of English more pleasurable, it also promotes an integrated and meaningful environment for students.

And what do we as teachers want to encourage in the learning journey of our children? We want them to think, to care, and be curious as they acquire the foundations of English in a motivating and fun manner. Learning English should not be an isolated experience, but should be related to other subjects as well as to the child's surroundings.

In *Kids' Safari*, we aim to combine the natural tendencies of our students with our goals as language educators. Students are presented with basic vocabulary and simple structures through the audio program, flashcards, puppets, manual activities, songs, and games. Each level introduces new characters and takes place in a different setting to provide a context for the material in addition to encouraging cross-curricular activities in the students' native language.

Teachers will have as much fun as students as they embark on a new adventure in each level. Get your gear together, hop on the jeep, and join us for *Kids' Safari*!

## Organization of Materials

Each level of *Kids' Safari* has the following components:

- Student Book
- Workbook
- Teacher's Guide
- Audio program

*Kids' Safari* is an English program developed for classrooms with two to three hours of English instruction per week.

## Components

### Student Book

The Student Book consists of nine units, with each unit subdivided into four lessons, plus two revision sections (after Unit 3 and Unit 6). The last unit, Unit 9, is a review of the entire book.

Throughout each level, common elements such as "LOOK" (grammar tips), new vocabulary, songs, and dialogues are presented in a fun and interesting format to encourage active learning of English.

Each unit has a motivational feature – clues in each lesson to guess an animal related to the setting of each level. When beginning each unit, it is suggested that you explain the concept in the native language until it is clearly understood. From the last page of the book, the students cut out the correct animal and paste it in the box on the final page of the unit. The students will learn the name of the animal in English, although we recommend further discussion and research about the animal in their own language. We also hope that the setting and animal characters in each book will stimulate additional interest.

## Workbook

The Workbook is structured so that each Student Book lesson has one corresponding workbook page. These corresponding pages are indicated in the explanation of the Student Book page in the Teacher's Guide. At the end of the Workbook, supplementary classroom material is provided: character puppets that students will cut out, color, and mount, as well as finger puppets of the various animal characters. By using puppets when presenting a dialogue and having students imitate the dialogue with their own puppets, students feel less inhibited to speak in English. Since the puppet is talking, not the student, they will be less self-conscious about making mistakes. As they work with the animal finger puppets, they will be reviewing the animal names as well as having fun pretending to be different creatures.

## Teacher's Guide

There is a separate Teacher's Guide for each level of *Kids' Safari*. The guide provides a step-by-step instruction page for each lesson. It is designed for low-level English speakers, offering simple instructions and word-for-word dialogues to use in the classroom, plus a variety of hands-on activities. As the students make and manipulate additional picture cards, word cards, and alphabet cards, other cognitive areas are involved and learning is more complete.

The Teacher's Guide includes a variety of supplementary classroom material. Nine tests corresponding to each unit of the Student Book are provided. Task Cards, which are to be cut out and laminated, are extra in-classroom activities students can do on their own, in pairs, or in groups. There are eight corresponding task cards for each unit. Workbook answers and the tapescript for the audio program are also included. Finally, a biome fact sheet, which is to be photocopied and distributed to each student, is provided. This can be used as a spring board to stimulate research and other cross-curricular activities.

## Audio Program

The audio program includes all the material for the listening activities indicated in the Student Book and Teacher's Guide by the listening icon.

This audio program has been developed to entertain children with its many animated characters and voices, and one of its key elements is the song featured at the end of each unit. Each song has been composed by a children's song specialist and has easy-to-learn words and catchy music to hold students' interest and encourage them to participate actively. The music for each song without the lyrics can be used for listening or extra movement activities as well as for singing.

### Presentation of the Songs

- Write the lyrics on the board or on chart paper.
- Play the section of the audio with the lyrics.
- Present any new words through pictures, gestures, or actions.
- Play the song a second time, assigning a listening activity to the students. You can have them make and hold up word cards for specific vocabulary or structures or have them perform a gesture or movement each time they hear a particular element.
- Have them read the lyrics with you as a capable student points to them on the board or chart. You can also read one line and then have them repeat it.
- Assign different lines or verses of the song to different small groups of students or individuals. For example, the boys can sing the first and third verses, the whole class the chorus, and the girls, the second fourth verses.
- Play the song again with everyone singing their parts.
- Finally, play the part of the audio that has the music to the song without the lyrics. The class can sing the song together or the groups can sing the lines assigned.

# SCOPE AND SEQUENCE



## Level 2

Setting: The Sea

Review of Level 1

*To have:* present simple, all forms

Demonstrative adjectives: *this/that/these/those*

*To see:* first person, positive and negative

Numbers 11-20

*There is/there are:* affirmative, negative

Auxiliary verb *do:* present simple, all forms

Interrogatives

Adjectives

*I like/don't like ... He/She likes/doesn't like ...*

Sea and zoo animals

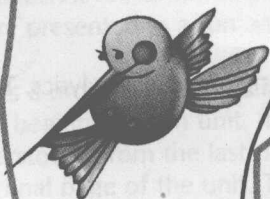
Food and drinks

Family

Kitchen

Exploring and camping

Rooms of the house



## Level 1

Setting: Garden and Forest

Greetings and introductions

*To be:* present simple, all forms

Colors

Numbers 1-10

Simple commands

Prepositions of location: *in, on, under*

Adjective + noun

The alphabet: vowels

Indefinite articles

Noun forms: singular/plural

Subject and possessive pronouns

Question words: *What ...? Where ...?*

People and animals

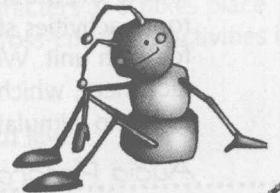
Fruit

School supplies

Furniture

Clothing

Toys



## Level 3

Setting: The Rainforest

Review of Levels 1-2

Present progressive: all forms

Future: *going to*

*To want:* present simple, all forms

Numbers 21-50

Question words: *Who ...? When ...?*

*Where ...? How many ...? Whose ...?*

*Can* for ability

Possessive pronouns

Prepositions of place: *next to, in front of,*

*behind, between*

Questions and short answers with *Is there ...?*

*Are there ...?*

Rainforest animals

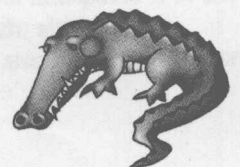
Months of the year

Toys and presents

Clothing and accessories

More school supplies

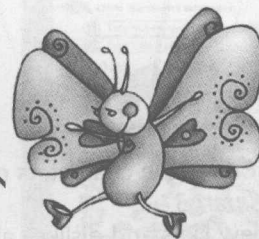
Places in the neighborhood



#### Level 4

Setting: Savannah

Review of Levels 1-3  
Personal information  
Present simple, all forms  
Numbers 51-100  
Telling the time  
Prepositions of time: *on Saturdays, at eight o'clock*  
Question words: *How often ...?*  
More adjectives: opposites  
Multiplication and division  
Savannah animals  
Days of the week  
School subjects  
*To love*: first and third person singular  
Parts of the body  
Ailments  
Daily routines  
Professions  
Places in the city  
Sports



#### Level 6

Setting: North and South Poles

Review of Levels 1-5  
Past simple: regular verbs  
Past simple: irregular verbs  
Contrast of tenses: present and past of *to be*  
Contrast of tenses: present simple vs. present progressive  
Adverbs of frequency  
Physical descriptions  
Pole animals  
Places  
Giving and following directions  
More professions  
Eskimos/Inuits  
Whales  
Instruments  
Moods  
Secret codes  
Solar system

#### Level 5

Setting: Desert

Review of Levels 1-4  
*To be*: past tense, all forms  
Ordinal numbers  
Adjectives  
Comparative adjectives  
Superlative adjectives  
Future: *going to*, all forms  
Past simple: regular verbs  
*There was/there were*  
Countries and nationalities  
*To be scared of*  
*To be good/bad at*  
Everyday activities  
Schedules  
Weather and seasons  
Desert animals and plants  
Maps and globes  
Fairs and parties  
Vacations



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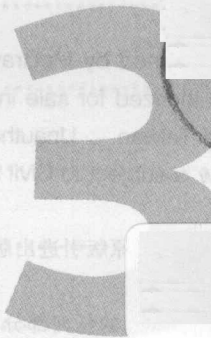
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# Kids' Safari

## Teacher's Guide



Lenore Cohen

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## LESSON 1

### Objectives

- to introduce the characters of *Kids' Safari 3*
- to review likes and dislikes about food and animals
- to review *to have* in the third person singular
- to practice *to like* in the third person singular

### UNIT 1

What am I?

**LESSON 1**

**1 Read. Talk about the characters.**

Hello! My name's Jack. I'm eight. I like snakes, but I don't like snakes. I like soda, but I don't like milk. Look! I have a whistle. Do you like it?

**ECO LODGE**  
Name: Helen  
Age: 8  
Likes: cats, milk  
Dislikes: soda, dogs

**ECO LODGE**  
Name: Victoria  
Age: 9  
Disks: dogs, hamburgers  
Dislikes: snakes, cats

**ECO LODGE**  
Name: Harry  
Age: 9  
Likes: rabbits, pizza  
Dislikes: owls, salad

**2 Listen and complete.**

**ECO LODGE**  
Name: Will  
Age: 10  
Animals: Likes dogs  
Food: Likes pizza  
Animals: Dislikes cats  
Food: Dislikes hamburgers

**ECO LODGE**  
Name: Julia  
Age: 8  
Animals: Likes monkeys  
Food: Likes salad  
Animals: Dislikes spiders  
Food: Dislikes ice cream

**3 Complete your information and draw your picture.**

**ECO LODGE**  
Drawing will vary.  
Answers will vary.  
Name: \_\_\_\_\_  
Age: \_\_\_\_\_  
Animals: Likes \_\_\_\_\_  
Food: Likes \_\_\_\_\_  
Animals: Dislikes \_\_\_\_\_  
Food: Dislikes \_\_\_\_\_

### Materials

- Student Book pages 2 and 3
- Workbook page 2
- Pictures of rainforests, character stick puppets

### Procedure

- Tell the students that their new safari adventure will take place in a rainforest. If possible, show them pictures of rainforests and elicit what they know about them.
- Say: *In this lesson we will meet the new characters for the book.* Have the students look at the pictures of the children on pages 2 and 3 and tell you their names. Ask questions like: *How many girls/boys do you see? What does Jack/Harry/Victoria/Helen have? Who has a whistle/flashlight/jump rope/watch?* Invite the students to do Exercise 1.
- Have the students make the stick puppets at the back of the workbook. Assign pairs to ask and answer questions using the puppets: *What's your name? How old are you? What's your favorite animal/food?* Then have volunteers present the

characters with their stick puppets: *Hi! I'm Victoria. I'm nine years old. I like hamburgers. I don't like cats.*



Play the audio for Exercise 2 and have the students complete the name cards. They can then use the Will and Julia stick puppets to present each character.

- Instruct the students to do Exercise 3. Have pairs work together to ask questions about what they have written. They can also ask each other additional questions about their favorite toys, colors, etc. They may want to ask questions about their family members' likes and dislikes as well. Encourage students to go to the front of the class to present what they have learned about their partners.

### Objectives

- to review the numbers from one to twenty: words and cardinal numbers
- to review questions and answers with the verb *to see*
- to review food and kitchen vocabulary

**1 Circle the number words.**

7 19 11 5 20 16 14

15 3 6 9

7 12 10 6

**2 Write the answers and the numbers.**

ten + ten = twenty     10 + 10 = 20

seven + six = thirteen     7 + 6 = 13

nine + eight = seventeen     9 + 8 = 17

six + nine = fifteen     6 + 9 = 15

twelve + four = sixteen     12 + 4 = 16

nine + nine = eighteen     9 + 9 = 18


thirteen + five = eighteen     13 + 5 = 18

eleven + seven = eighteen     11 + 7 = 18

**3 Circle the correct sentences.**

I see nine oranges.      I don't see any glasses.

I don't see a pitcher.      I see six cups.



I don't see any forks.      I see fifteen spoons.

I see nineteen pears.      I don't see a hamburger.

**4 Unscramble the questions and answer.**

Do / ? / any / see / you / cups /  
Do you see any cups?

see / a / you / Do / pitcher / ? /  
Do you see a pitcher?

any / knives / Do / see / ? / you /  
Do you see any knives?

napkins / any / ? / Do / you / see /  
Do you see any napkins?

### Materials

- Student Book pages 4 and 5
- Workbook page 3
- Number cards (if available), index cards, food and kitchen flashcards

### Procedure





















































- Tell the students they will play some number games. Review the numbers from one to twenty by having the whole class say them together to a rhythm you establish by clapping. Then, keeping the same rhythm, each student says a number in order from one to twenty. Repeat the numbers counting backwards.
- Have the students take out their number cards, if available, or have them make new cards from one to twenty. Say a number and have them hold up the correct card. Invite them to do Exercise 1.
- Say: *Now we will practice some math in English.* If your students are capable, you may want to give them subtraction as well as addition examples. Clarify the meanings of plus (+) and minus (-). Give simple examples and have them hold up the correct number card. Then instruct them to do Exercise 2.
- Put the following on the board.  
*What do you see?*  
*Do you see any spoons?*  
*Yes, I do. No, I don't.*  
*I see three spoons. I don't see any forks.*
- Display six of the kitchen and food cards. Have the students ask and answer questions about what they see. Then take away one of the cards and have them say what they don't see. Assign pairs to work together to talk about what they see in Exercise 3. These pairs do Exercise 3 and 4 together. Have volunteers to write sentences on the board about what they see and don't see in the picture.

### Objectives

- to review house vocabulary
- to read and act out a story

**LESSON 3**

**1 Look and number.**

5	bedroom		8		2	
10	flowers		11		10	
14	bed		12		14	
6	mirror		3		5	
11	bathroom		17		7	
13	table		1		8	
12	vase		18		4	
3	television		9		6	
17	kitchen		16		2	
1	chair		15		15	
18	window		4		20	
9	garden		2		19	
6	desk		1		7	
16	door		20		12	
2	house		19		13	
15	lamps		7		9	
4	clock					
20	living room					
19	picture					
7	computer					

**MONKEY'S TALE**

**2 Listen and read.**

It's a nice house. We like it. Please Come in. There's a kitchen and there's a bathroom.

This is our house.

This is the kitchen. It's big.

This is the bathroom.

Monny! Monny! There are three spiders in my toy house!

Quick! Let's go!

**3 Act out.**

### Materials

- Student Book pages 6 and 7
- Workbook page 4
- House and furniture flashcards, photos of students' houses, drawing paper, crayons

### Procedure

- Tell the students they will talk about houses and furniture in this lesson. First ask questions about the pictures in Exercise 1: *Do you see a mirror? Do you see a bed?* Then invite the students to ask and answer questions with each other.
- Show the house flashcards to elicit the names of the rooms of the house. Say: *What room is this?* Write the rooms on the board in columns. Show the furniture flashcards. Have the students identify the furniture and put the card below the correct column.
- Encourage the students to bring in photos of their houses or their rooms. Have them show the photos. You may want to bring in a photo of your own house and model: *This is my house. This is the garden/living room/kitchen/bedroom.*
- Hand out the drawing paper and instruct the students to draw a picture of their bedroom. Tell them to label the objects they know in their

pictures. Assign pairs to do Exercise 1 together.

- Refer to the monkey in the *Monkey's Tale* section. Point out its tail. Write the words *tale* and *tail* on the board. Ask them how *tale* is spelled for this section. Say: *A tale is a story. A tail is the back part that hangs from an animal.* Explain that these two words sound the same, but have different meanings. They are called homonyms.



Have the students tell you what they see in the pictures for Exercise 2. (three spiders, a house, a kitchen, a bathroom, a girl) Instruct them to read along as you play the audio for Exercise 2.

- Divide the class into groups of four students for Exercise 3. Tell them that three students will play the parts of the spiders and one student will play the part of the girl. Have them practice reading their lines in a group. Then have each group present the story to the class.

### Objectives

- to review language and structures from *Kids' Safari 2*
- to play a game
- to review the alphabet
- to learn a song



**LESSON 4**

**JUNGLE FUN**

Choose a number and a color.

Three purple. They're caps.

1							
2							
3							
4							
5							
6							

**SOUNDS OF THE RAINFOREST**

Listen and read. Then sing.

ABC come play with me.  
DEFG under the alphabet line.

HIK let's dance all day.  
LMNO even though  
PQRS we'll need a rest.  
TUV you could run.  
WXYZ let's have fun under the alphabet line.

Connect the dots.

A B C D E F G  
H I J K L M N O P Q R S  
T U V W X Y Z

Im a spider

### Materials

- Student Book pages 8 and 9
- Workbook page 5
- Colored paper of two different colors

### Procedure

- Tell the students they will play a game to review words they have learned. First, review the colors by asking: *What's your favorite color?* Point to two students and indicate that the first one asks the question and the second one answers. Repeat this exercise until everyone has had a chance to ask or answer.
- Assign pairs to work together to play the game in Exercise 1. Explain that they will take turns choosing a number and a color. If they say a correct sentence with the corresponding item in the box, they put one of their colored papers on the box. The student with the most colored papers at the end is the winner.
- After the game, elicit the word categories and write them on the board: *animals, furniture, toys,*

*clothing, school supplies.* Give each pair five minutes to write as many words as possible in each category. The pair with the most words at the end of the time limit is the winner.



Play the audio for Exercise 2. Follow the procedure in the Introduction to present the song.

- Sing an alphabet song as a class. Have the students do Exercise 3, connecting the dots in alphabetical order as they sing.
- The students will cut out the picture of the spider on page 77 and paste it in the box.

### Objectives

- to learn the months of the year
- to practice possessive pronouns
- to talk about the month one's birthday is in

### New Language

January, February, March,  
 April, May, June, July,  
 August, September,  
 October, November,  
 December  
 When's your birthday?  
 It's in \_\_\_\_\_.

**UNIT 2**  
**LESSON 1**  
**THE WORD SHOW**

1 Look, listen, and say.

2 Circle the months and write them in order.

3 Look, listen, and say.

4 Ask and answer questions.

5 Make a birthday chart for your class.

Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
			Samy				John		Ally	Mia

### Materials

- Student Book pages 10 and 11
- Workbook page 6
- English calendar, index cards, character stick puppets, beetle finger puppet

### Procedure

- Draw a birthday cake on the board and write the month that your birthday is in. Point to the cake and say: *My birthday is in (month). In this lesson you will learn the months and talk about when your birthday is.*



If you have an English calendar, show the months as you play the audio for Exercise 1. Pass out twelve index cards to each student for them to make month word cards. Then play the audio again and instruct them to hold up the correct card as they listen and say the month. Choose a capable student to spell out the name of a month, emphasizing the capital letter it begins with. The rest of the class holds up the correct card.

- Invite the students to do Exercise 2. When they have finished, check the exercise by doing a chain drill in which the first student begins with the first month circled. (August) The following student has to say the next month circled, and so on.



Play the audio for Exercise 3. Instruct the students to hold up the appropriate stick puppet as each character speaks. Choose volunteers to act out the dialogue for the class using their character and finger puppets. Ask questions about each character like: *When is Harry's birthday?*

- Do Exercise 4 as a class. Instruct the group to sit in a circle. Tell them to listen carefully as each student says when his or her birthday is. The first student asks the student beside him or her the question and they continue around the circle asking each other.
- Write the birthday chart in Exercise 5 on the board or on chart paper. Try to fill it in by having the students tell you who has a birthday in each month. You can ask: *When is (Sam's) birthday?* and have the other students give you the answer. Summarize the birthday chart by asking: *How many students have their birthday in (month)?* Write the results on the board.

## LESSON 2

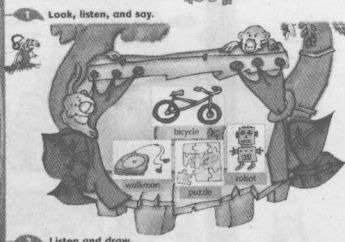
### Objectives

- to learn the names of birthday presents
- to review toy vocabulary
- to be able to talk about what students want for their birthdays
- to ask questions with *Do* and the second person singular
- to do a listening exercise

**LESSON 2**

**THE WORD SHOW**

**1 Look, listen, and say.**



**2 Listen and draw.**

⌘ Drawing of a blue walkman.


⌘ Drawing of a green robot.

⌘ Drawing of a red bicycle.

⌘ Drawing of a green robot.

**3 Look, listen, and say.**

I don't want a walkman. Do you want a walkman?  
I want a bicycle. I want a bicycle.  
What do you want for your birthday?



**4 Match. Put an X next to what you want for your birthday.**

Answers will vary.

___ watch	___ bicycle
___ walkman	___ camera
___ cat	___ kite
___ robot	___ computer
___ dog	___ book
___ puzzle	___ ball

**5 Ask and answer questions.**

Do you want a robot? No, I don't.

Do you want a dog? Yes, I do.

**LOOK**  
do not = don't  
does not = doesn't

Im not big. Im little.

### New Language

walkman, bicycle, puzzle, robot  
I want/don't want a \_\_\_\_\_ for my birthday.  
Do you want a \_\_\_\_\_?  
What do you want for your birthday?

### Materials

- Student Book pages 12 and 13
- Workbook page 7
- Toy (present) flashcards; Harry, Will, Helen, and Victoria puppets; magazines or toy advertisements; scissors; paper; glue stick

### Procedure

Tell the students that they're going to learn about toys and birthday presents. Play the audio for Exercise 1. Then ask: *Who has a bicycle/walkman/puzzle/robot?* Have the students raise their hands to indicate if they have that toy.

- Do a chain drill: *S1: I have a \_\_\_\_\_. S2: (S1) has a \_\_\_\_\_ and I have a \_\_\_\_\_. Continue going around the class until the last person has to mention all the names of his or her classmates. Encourage them to talk about other toys they have as well. You can sum up the chain drill by writing the number of students who have each item on the board.*

Play the audio for Exercise 2. Have the students show their pictures to a partner.

Instruct the students to take out their character puppets. Have them hold up the appropriate puppet as you play the audio for Exercise 3. Divide them into groups of four to have them practice the dialogue. Have them substitute what they want and don't want for their birthdays in the dialogue. Have volunteers present the new version to the class.

- Have the students do Exercise 4 in pairs. They can also talk to each other about what they have. For example: *I have a cat. I want a dog.* Then have them do Exercise 5 with the same partners.
- Finally, pass out the paper for the students to fold in half. On one side they write *I want* and on the other side, *I don't want*. Then they cut out pictures from the magazines to paste on the appropriate side. Have them present their work to the class.

### Objectives

- to read and act out a story
- to ask and answer questions with *Do* and *to want* in the third person singular and plural
- to do a listening exercise
- to do a class survey

### New Language

tomorrow, today, yesterday  
 He wants a \_\_\_\_\_.  
 Does he want a \_\_\_\_\_?  
 Yes, he does.  
 No, he doesn't.

**LESSON 3**  
**MONKEY'S TALK**

**1 Listen and read.**

Your birthday is tomorrow. What do you want? I want a robot.

His birthday is tomorrow. What does he want? He wants a robot.

Does he want a puzzle? No, he doesn't. He wants a robot.

Does he want a robot? Yes, he does.

Happy Birthday!

Thanks! This is for you.

This is for you. Wow!

**CANOPY THEATER**

**2 Act out.**

**3 Listen and match.**

Harry  
Helen  
Maria

ball  
puzzle  
pencil case  
walkman  
hat

**4 Make a classroom survey.**

Name	Present
Maria	bicycle

**5 Talk about your survey.**

Maria wants a bicycle. She doesn't want a walkman.

They want a puzzle. They don't want a bicycle.

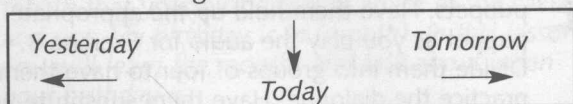
This is my house.

### Materials

- Student Book pages 14 and 15
- Workbook page 8
- Calendar, cardboard, pencil, scissors, string, crayons or markers

### Procedure

- Put the following chart on the board.



Take out a calendar and ask for a student to find the day on it. Say: *Today*. Do the same for *Yesterday* and *Tomorrow*.

- Invite the students to look at the pictures for Exercise 1. Ask: *What does the monkey want for his birthday?* (a robot) Have them identify the other items they know in the pictures.

Play the audio for Exercise 1 as the students read along. Pass out the cardboard for them to make monkey masks. First, they make the outline of the face with their pencils and draw the eyes, the nose, and the mouth. Then, they color the mask and cut out the eyes, nose, and mouth. Finally,

they make a hole on each side and put strings through them.

- Divide the class into groups to act out the story for Exercise 2. Instruct them to use their masks. Encourage them to substitute a different toy for the robot in the story.



For Exercise 3, tell the students they will listen to the audio to find out what Will, Helen, and Harry want for their birthdays. When they finish, have volunteers say what each character wants.

- For Exercise 4, write the chart on the board. Elicit the question to ask to find out what each student wants for his or her birthday: *What do you want for your birthday?* Divide the class into groups of five or six students to ask each other the question and record the answer. Each group should have a chance to talk about their survey for Exercise 5.

## LESSON 4

### Objectives

- to review new language and structures
- to make a birthday crown
- to practice asking for something in a store
- to learn a song
- to do a spelling dictation


**LESSON 4**

**THE TREE TOP WORKSHOP**

**1 Make a birthday crown.**

You need:

- pencil
- cardboard
- scissors
- crayons
- paper clip




● Draw.      ● Write.      ● Cut.

● Decorate.      ● Fasten.      ● Wear.

**2 Look, listen, and say.**

A walkman, please.      Here you are.      Thank you.



**SOUNDS OF THE RAINFOREST**


**3 Listen and read. Then sing.**

Chorus:  
It's your birthday  
What do you want?  
It's your birthday  
What do you want?  
It's your birthday  
What do you want?  
What do you want?

I don't want a robot. No, No!  
I don't want a kite. No, No!  
I don't want a top. No, No!  
I want a teddy bear.

He doesn't want a robot. No, No!  
He doesn't want a kite. No, No!  
He doesn't want a top. No, No!  
He wants a teddy bear.

(Chorus)




**THE SPELLING JUNGLE**

**4 Listen and write.**

→ August	→ January
→ July	→ robot
→ February	→ walkman
→ November	→ bicycle
→ April	→ puzzle

Im a hummingbird.





### Materials

- Student Book pages 16 and 17
- Workbook page 9
- Cardboard; scissors; pencil crayons; paste; teacher-made flashcards for dolphins, snails, whales, and sharks

### Procedure

- Tell the students that you will have a pretend birthday party for all the students who have their birthday this month. Ask: *What month is it? Who has their birthday in \_\_\_\_\_?* Elicit all the things you need for the party: *presents, cake, ice cream, hot dogs, soda, etc.*

- Hand out the cardboard for each student to make the birthday crown in Exercise 1. They will write the month of their own birthday on their crowns.

Say that in Exercise 2, the girl is buying a birthday present. Play the audio. Then choose two students to act out the dialogue. Assign pairs to work together to act out the same dialogue, but substituting other presents.

- Tell the students they can have the party now. First, have the students who have the birthday in this month stand in the middle of a circle with their crowns on. Sing "Happy Birthday!" to each

student individually. Then have the other students ask the ones in the middle: *What do you want for your birthday?* The party can continue with the students pretending to eat and drink using the cardboard items.

- Have the students bring teddy bears from home or you can bring one. Say: *I want a teddy bear for my birthday.* Have the students touch the teddy bear to feel how soft it is.

Play the audio for Exercise 3. Follow the procedure in the Introduction to present the song.

Assign pairs to work together for Exercise 4. Have them make a list of all the presents they can think of. Then play the audio for the spelling dictation. Have the partners check each other's answers.

- The students will cut out the picture of the hummingbird on page 77 and paste it in the box.



## LESSON 1

### Objectives

- to learn expressions with verbs
- to use *can* and *cannot* in the third person singular
- to make a verb expression collage

### New Language

fly a plane, make a cake,  
ride a horse, play the guitar,  
drive a car, speak English,  
can, cannot, can't

**UNIT 3** What am it?

**LESSON 1**

**THE WORD SHOW**

Look, listen, and say.

fly a plane, make a cake, play the guitar, Hello!, ride a horse, speak English

Read and match.

fly	a) English
play	b) a bus
drive	c) the piano
speak	d) a bicycle
ride	e) a kite

Look, listen, and say.

Kiko can't (x) play the guitar.  
Kiko can (→) fly a plane.

LOOK cannot = can't

Kiko can speak Spanish.  
Kiko can't drive a car.

Look and complete the sentences using can or can't.

Hi! I'm Coco.

Coco can speak English.  
Coco can't ride a bicycle.  
Coco can't make cakes.  
Coco can play the piano.

I'm very, very little.

### Materials

- Student Book pages 18 and 19
- Workbook page 10
- Verb expression flashcards, magazines, scissors, glue stick, paper

### Procedure



Tell the students they will learn how to talk about what people can and cannot do. First have them look at the pictures in Exercise 1 and identify any activities they know. Play the audio for Exercise 1. Choose a student to hold up the appropriate flashcards as the rest of the class points to the pictures in their books.

- Ask the students to say the verbs in the expressions. List them on the board in six columns as the students tell you them. Elicit other nouns that can follow the verbs. Encourage them to also mention games or instruments they can play and different things they can fly, drive, ride, make, and languages they speak.
- Instruct the students to do Exercise 2 in pairs. Hand out magazines for the students to look for pictures of the verbs in the unit. Each pair cuts out the pictures and pastes them on paper to present to the class.

- Tell the class to look at the pictures in Exercises 3 and 4. Ask: *What do you see?* (two birds) Have them identify the names of the birds. Tell them that the pictures show what the birds can and can't do. Point out that the check mark shows what they can do and the cross shows what they can't do.

- Call the students' attention to the LOOK section to understand that *can't* is a shortened (contracted) form of *cannot*.



Play the audio for Exercise 3. Then ask: *What can Kiko do? What can't Kiko do?* Put the following on the board.

Kiko \_\_\_\_\_ drive a car. Kiko \_\_\_\_\_ speak Spanish.  
Kiko \_\_\_\_\_ fly a plane. Kiko \_\_\_\_\_ play the guitar.  
Have the students fill in the blanks out loud.

- Finally, instruct the students to look at the pictures in Exercise 4. Elicit what Coco can and can't do. Then have the students complete the exercise.